

Parent FAQs for Read Write Inc. Phonics



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Where else can I find information?

Watch video tutorials on [Parents - Ruth Miskin Phonics Training](#) to help you to understand more about Read Write Inc. Phonics and how to help your child read and write at home.

Other useful websites:

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

YouTube

https://www.youtube.com/ruthmiskintrainingedu?mc_cid=63bfb74b56&mc_eid=4ec2ad9cea

Information can be found on our school website too - [Fritwell CofE Primary School Phonics](#)

Glossary

'Special Friends'

Special friends are a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa.

Fred Talk

Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him.

To help children read, Fred (the teacher) says the sounds and then children say the word.

For example, Fred says c-a-t, children say cat, Fred says l-igh-t, children say light. Teachers are encouraged to use Fred Talk through the day, so children learn to blend sounds. For example:

Play Simon Says: Put your hands on your h-ea-d/ f-oo-t/ kn-ee.

Put on your c-oa-t/ h-a-t/ s-c-ar-f.

Set the table with a b-ow-l/ f-or-k/ s-p-oo-n.

'Fred in your head'

Once children can sound out a word, we teach them to say the sounds silently in their heads.

We show them how to do this by:

1. whispering the sounds and then saying the whole word;
2. mouthing the sounds silently and then saying the whole word;
3. saying the whole word straight away.

Perfect pencil grip

Children sit at a table to write.

They hold up a pencil in a tripod pencil grip with the non-writing hand flat holding their paper.

Speed Sounds

The sounds made by individual and combinations of letters.

Graphemes

What sounds look like (the letters – b, d, sh, ay)

Phonemes

What the graphemes sound like.

How can I support my child's reading and writing?

Here are the top five things you can do.

See the other FAQs for further detail.

1. Ask your child to read the Speed Sound sheet speedily 2-3 times a week.
2. Use Fred Talk to help your child read and spell words (model in everyday life).
3. Listen to your child read their *Read Write Inc.* book bag book every day.
4. Practise reading Green and Red Words (in the inside cover of each book bag book) speedily.
5. Read stories to your child every day.

What will my child bring home to read?

- Book Bag Books: matched to the Storybooks children read in school and used for extra practise. They include many of the same reading activities that we use in class and include parent guidance on the inside cover which you must read first. Please don't worry that books are too easy: children enjoy re-reading stories they know well and their speed and understanding improves with every read.
- Other books such as storybooks, picture books and non-fiction books to share: read these books with/to children or encourage them to retell the story by looking at the pictures. Children are not necessarily expected to read the whole book themselves as they may include some sounds which have not yet been explicitly taught.

- Speed Sounds sheets (sent home at the start of the year): for children to practise reading speedily. The picture may help them to remember the sound.
- Red Word sheets (sent home as appropriate to their reading level): challenge your child to read the Red Words speedily across the rows and down the columns. Set a timer – can they beat yesterday's time?

How can I support my child to learn Set 1 sounds and to blend?

- Use pure sounds, not letter names. Watch the 'how to say the sounds' parent film on [Parents - Ruth Miskin Phonics Training](#) (choose the correct video from the dropdown menu on the left)
- Watch the 'Reading the stretchy sounds with your child', 'Reading the bouncy sounds with your child' and 'Reading the digraphs with your child' parent films on [Parents - Ruth Miskin Phonics Training](#) (choose the correct video from the dropdown menu on the left) to see how to teach Set 1 sounds.
- Practise reading known Set 1 Speed Sounds sheet speedily.

We teach children to read and spell using Fred. He is a toy frog who can say the sounds in words, but not the whole word. Children have to help him.

To help children learn to blend, we say the sounds as Fred and then children repeat the sounds and say the whole word.

Here are two ways you can use Fred Talk at home:

1. play Fred Games together – see Fred Games document on [fred games](#)
 2. speak like Fred throughout the day e.g. time for l-u-n-ch! Let's p-l-ay!
- Watch the 'Sound-blending' parent film on [Parents - Ruth Miskin Phonics Training](#) (choose the correct video from the dropdown menu on the left)

How can I support my child to learn Set 2 or 3 sounds?

- Watch the 'reading the set 3 sounds and words with your child' film on [Parents - Ruth Miskin Phonics Training](#) (choose the correct video from the dropdown menu on the left).
- Help your child practise reading known Speed Sounds sheet speedily.

How do I listen to my child read?

Your child has a book bag book matched to the sounds and words they know – a decodable book – so they should be able to read all the words.

Please avoid saying, "This book is too easy for you!" but instead say "I love how well you can read this book!"

'Special Friends', 'Fred Talk', read the word

Remind your child to read words using 'Special Friends, Fred Talk, read the word' (see glossary). For example 'ship': spot the 'sh', then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.

Red Words

Red Words are also known as common exception or tricky words. They occur in stories regularly (said, what, where) but have unusual letter combinations ('ai' in the word 'said' makes the sound 'e').

Remind your child not to use Fred Talk to read Red Words but instead to 'stop and think'.
Tell them the word if you need to.

Before reading their book bag book, get your child to practise reading the red words listed on the inside cover.

Read the same book again and again

Children love reading the same book again and again. Their reading becomes speedier, they understand what they are reading and they read with more expression.

- Encourage your child to read words using 'Fred in your head' (see glossary).
- Show your child how to read the story in a storyteller voice (with expression).
- Share your enjoyment of the story when they read it again and again.

What do I do with picture books?

One of the most important things you can do as a parent at home is read *to* your child. Loving stories is important because children who love stories want to read stories for themselves. Children who read a lot become better readers.

Here are some top tips for storytime:

1. make it a treat – introduce each new book with excitement
2. make it a special quiet time – cuddle up!
3. show curiosity in what you're going to read
4. read the story once without stopping so they can enjoy the whole story. If you think your child might not understand something say something like 'Oh I think what's happening here is that...'
5. chat about the story e.g. I wonder why he did that? Oh no, I hope she's not going to...
6. avoid asking questions to check what they remember
7. link to other stories and experiences you have shared e.g. this reminds me of...
8. read favourite stories over and over again – encourage your child to join with the bits they know. Avoid saying 'not that story again!'
9. use different voices – be enthusiastic!
10. love the book – read with enjoyment.

How can I help my child to practise their handwriting?

Remind your child:

- to hold their pencil in 'perfect pencil grip' (see glossary)
- say the handwriting phrase to help them form the letter correctly – see Handwriting Phrases on [handwriting phrases](#)

Challenge your child to see how many sounds they can write in a minute.

Say the sound and children write e.g. 'write m', 'write s', 'write w'.

How can I help my child to spell words?

- Encourage your child to use Fred Fingers to spell words.
- Ask your child to say the sounds in the word as they pinch the sounds onto their fingers.
- Ask your child to then write the letters – if they get stuck, say the sounds again.
- Praise your child for spelling using the sounds they know, even if their handwriting is not perfect.

How else can I develop my child's language?

Children will have a large vocabulary if they are part of a 'talk-a-lot' family:

- use every opportunity to talk with your child throughout the day – meal times, playing together, bath time
- use new and ambitious vocabulary e.g. miserable instead of sad, stroll instead of walk
- speak to your child in complete sentences
- make up stories together - there's no need to write it down.